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ABSTRACT

This program provided corrective reading instruction for disadvantaged pupils (grades 1-3) from black, Mexican-American and Anglo low income families. Instruction was provided for small groups (three to six pupils) by remedial reading teachers, one teacher being shared by two schools. The program also included the assistance of classroom aides, psychologists, and counselors, and the use of special instructional materials and cultural enrichment activities. An in-service training program designed for all project personnel aimed to acquaint staff with the special problems of disadvantaged students. The Wide Range Achievement Test was used in 1966-67 to measure gains, which averaged nine months. Time between testings was about six months. In 1967-68 students gained an average four and one-half months in a period of just under four months between testings. Lists of special instructional materials and tables showing test result data are included. (KG)

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AUGMENTED READING PROJECT
Pomona, California

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POMONA, CALIFORNIA

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FOREWORD

This project report is part of an independent study of selected exemplary programs for the education of disadvantaged children completed by the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., under contract with the U.S. Office of Education.

The researchers report this project significantly improved the educational attainment of the disadvantaged children involved. Other communities, in reviewing the educational needs of the disadvantaged youngsters they serve, may wish to use this project as a model - adapting it to their specific requirements and resources.

Bureau of Elementary and Secondary Education

AUGMENTED READING PROJECT
POMONA, CALIFORNIA

Introduction

This program provided supplemental reading instruction through remedial reading classes. In addition, pupils in these classes benefited from cultural enrichment activities, classroom support, and a community involvement program.

The children in the program were almost all drawn from grades 1, 2, and 3 in six elementary schools. All of these schools served high percentages of disadvantaged students (as determined by AFDC figures), many of them Mexican-American or Negro. The Anglo students in one school, for instance, amounted to only 11% of the enrollment. The schools ranked lowest in the district on all available criteria of achievement. The district (23,000 pupils) included middle and lower middle class families as well as families with low incomes. The children were selected for the program on the basis of teachers' opinions and diagnostic test scores. Boys considerably outnumbered the girls.

The program became fully operational in 1966-67 and has continued with minor modifications. In 1966-67, 1,385 students were served; in 1967-68, 1,230 students were included. The program ran for the school year.

Other programs operating in the district were Head Start, and a California Senate Bill 28 program to reduce class size in one of the six project schools. The Augmented Reading Project staff have no evidence that these other programs influenced the results of their project.

In 1966-67, pupils in the program gained an average of nine months in reading grade equivalents based on the Wide Range Achievement Test. The time between testings was about six months. In 1967-68, pupils in the program gained an average of four and one-half months in a period of just under four months between testings.

Personnel

A. Coordinator of Special Projects

A former elementary school principal who holds an EdD, the coordinator devoted part of his time to the Augmented Reading Project. His background included extensive teaching and administrative experience. He was responsible for supervising all phases of the program.

B. Evaluator (Research Specialist)

A member of the school district staff, the evaluator worked part time on setting up the design, collecting and analyzing data, and writing reports for this program.

C. Counselors

Three counselors were especially employed for the program. All were certificated and held Master's degrees. Their activities included counseling, group testing (in 1966-67), and family and community contacts.

D. School Psychologists

Two psychologists were employed especially for the program to undertake individual testing, consultation, diagnosis, and parent contacts. Both were certificated.

E. Remedial Research Specialist

These four teachers all had special training in remedial reading techniques, and an average of five years' relevant experience as well as elementary teaching experience. They worked with children individually or in small groups to remedy specific reading problems.

F. Helping Teacher

One successful classroom teacher was released from normal duties to work with the other teachers in the program to improve instructional practice and to assist in developing locally oriented reading materials.

G. Classroom Aides

The program provided 36 teacher aides, selected from the community. Many were from minority groups; some were bilingual. One aide assisted each teacher for two hours each day by performing nonprofessional duties.

The program also obtained the services of a photographer-artist who prepared photographs and layouts for the locally oriented reading materials and made films and videotapes of children's activities.

Other staff involved in the program were a secretary, five full-time clerks, a bus driver, and an accountant. Custodial services were also provided for the special facilities. A coordinator of special projects

A former elementary school principal who holds an EdD, the coordinator

Methodology: General

The aims of this program for the children were to raise scores on reading tests, to broaden their total life and academic experiences, and to help them to relate reading and reading skills to their overall needs.

The program also aimed at involving and interesting parents, and other members of the local community, in the education of the children in the program as well as in the education of others in the same classes.

These objectives were chosen for the program by district staff meetings with members of the community.

The major components of the program were named Reading Augmentation, Classroom Support, Cultural Enrichment, and Community Activation.

Reading Augmentation was the component most closely linked with reading. Remedial reading instruction was provided to all pupils considered to be in need of it on the basis of diagnostic test results and the judgments of school personnel, particularly the teachers. This instruction was provided in groups of three to six, or individually, by a remedial reading teacher. Two schools shared the services of one such teacher. Additionally, one "helping" teacher served all the schools in the program, to help classroom teachers to develop various approaches to reading problems. This she did by conducting in-service workshops for teachers in the program, by making presentations at staff and parent meetings, by evolving curriculum projects, and by visiting classrooms to discuss and demonstrate. She also assisted in securing community participation. During the first year of the program, the "helping" teacher worked on the development of reading materials geared to the interests and needs of the children.

The Classroom Support component comprised two elements, classroom aides and special materials. The aides provided assistance in general classroom management, and, under the supervision of the classroom teacher, worked with small groups and individual children who needed extra assistance. The special materials included professional books and references dealing with the problems and needs of disadvantaged children, as well as curriculum materials and equipment as described under the next heading.

The Cultural Enrichment component in the first year comprised lessons on music, art, literature, and library skills, and field trips. These were only indirectly related to reading. In 1967-68, field trips and the lessons on literature and library skills were continued.

Community Activation was secured through the work of the program's psychologists and counselors as well as that of teachers. Parent education meetings were held.

Methodology: Specific

Materials and equipment were selected to provide the classroom teacher with a variety of resources to support the teaching of reading. Teachers had the option to select items which they believed met the needs of project pupils in relation to their style of teaching. Materials and equipment included the following:

Materials

Reading Laboratory Kits, S.R.A.	Science Research Associates
Language Experience in Reading, Van Allen	Encylopedia Britannica Co.
Phonics We Use Learning Kit	Lyons and Carnahan Co.
Talkstarters	Scott, Foresman Co.
Word Study Charts	Ginn and Co.
Outset, Sound Filmstrip Program	Guidance Associates Co.
Discussion Pictures	Harper and Row Co.
Early Childhood Learning Materials	McGraw-Hill Co.
Introducing English	Houghton Mifflin Co.
Auditory Readiness Program	Education Development Laboratories
Look, Learn and Listen Reading Program	Education Development Laboratories

Reading books, film strips, etc., from a variety of publishers reflecting the multiracial and intercultural society of today.

Equipment

Tape recorder	Cartridge-load 8mm projectors
Listening posts	Filmstrip projectors
Overhead projectors	Record players
Language masters	Typewriters

Books Without Words (Sequence Pictures)

Present pictures in proper sequence. Encourage discussion. Ask, "What do you think happened next?"

Mix up order and place pictures on chalk ledge. Choose a child to come forward and find the picture that shows what happened first. Another child finds the next picture, and so on. Repeat this activity several times using different vocabulary, including such terms as next, after that, later, before, and then, first, second.

Use small sets of pictures as an individual activity for children who need extra help. Dots on the back of each picture provide a self-checking device.

When children have had many opportunities to arrange pictures in sequence, assemble pictures in order and secure them with large loose-leaf rings. Children may dictate captions. These can be written on sheets of tag cut the same size as the pictures and added to make pages for the book, which may then go on the library table.

In-service Training Activities

An in-service training program designed to acquaint all project-involved personnel, including classroom teachers in the target-area schools, with the special problems of disadvantaged students which stem from ethnic, economic, and/or cultural influences was undertaken.

a. A series of six general meetings was held in the school district auditorium on the following topics:

Session 1	"Pomona, Our Changing Community"
Session 2	"Human Relations Problems of the Mexican-American Student"
Session 3	"Human Relations Problems of the Negro Student"
Session 4	"Human Relations Problems of the Anglo-Caucasian Student"
Session 5	"Meeting the Needs of Divergent Social and Ethnic Groups in the Classroom"
Session 6	Panel Discussion

b. A panel of Negro parents presented their views on the educational needs of the Pomona District to new teachers as a part of their in-service orientation.

c. A consultant from the University of Southern California was secured to meet with the target school staffs to discuss their specific school program needs on an informal and individualized basis.

d. Library materials related to compensatory education were purchased and distributed to the target-area schools, while reference copies were placed in the District's professional section of the central library.

e. A special series of three discussions was held for administrators in June to review the complexities of the educational scene with emphasis on more effective school programs.

f. Aides were given in-service training by principals (who were also responsible for selecting them).

g. Remedial reading teachers were trained in District institutes.

h. Special summer curriculum development went on, directed at Mexican-American and Negro history and culture. The workshops for this purpose were attended by the regular teachers, and were followed by in-service training sessions at the schools, addressed by special consultants.

A. Measures of Achievement

For the evaluation of the program, no suitable control sample was available in 1966-67, nor in 1967-68. Pre- and posttest scores were obtained for experimental samples on the Wide Range Achievement Test in each grade. In 1966-67, about six months elapsed between testings; in 1967-68, just under four months elapsed.

The experimental sample was selected in 1966-67 by using every third name from alphabetical class rosters until eight boys and eight girls had been chosen from each grade (1 through 3) in each of the six schools. This provided a nearly random sample of 288. Of this sample, 213 pupils completed the testing program. There is no evidence that the 75 pupils lost would have biased the conclusions.

Table 1 summarizes the gains made in the 1966-67 school year by the children in the sample. It should be stressed that these children received varying amounts of the treatment, depending on their individual needs.

In 1967-68, the experimental sample was again randomly selected and numbered 280. At posttest 265 pupils remained, of whom 169 were boys. Again, there is no evidence that the 15 pupils lost from the sample would have biased the conclusions.

TABLE 1

Gains in Reading Age by Pupils in the Augmented Reading Project, 1966-67

	Wide Range Achievement Grade Equivalents		
	Pretest (N=213)	Posttest	Gains in 6 months
First grade boys	1.0	1.9	9 mos.
First grade girls	1.1	2.1	1 year
Second grade boys	2.1	2.9	8 mos.
Second grade girls	2.4	3.2	8 mos.
Third grade boys	3.2	4.1	9 mos.
Third grade girls	3.3	4.0	7 mos.

[Adapted from Tables 7, 18, and 28, Pomona Unified School District (1967).]

Table 2 summarizes the gains made in the 1967-68 school year by the children in the sample. As before, they received varying amounts of the treatment.

TABLE 2

Gains in Reading Age by Pupils
in the Augmented Reading Project,
1967-68

	Wide Range Achievement Grade Equivalents		
	Pretest (N=265)	Posttest	Gains in 4 months
First grade	1.2	1.7	5 mos.
Second grade	2.1	2.6	5 mos.
Third grade	3.1	3.5	4 mos.

[Adapted from Tables 3, 11, and 19, Pomona Unified School District (1968).]

The conclusions that may be drawn from Tables 1 and 2 are that the children in the samples from the program were making exceptional progress in reading, considerably above what might be expected from disadvantaged children, who normally gain six or seven months of achievement in ten of schooling. The progress of children in the program is demonstrated in Figures 1 and 2.

Other achievement tests, including the Metropolitan Readiness Test, the Stanford Achievement Test, the California Test of Mental Maturity, the Ginn Reading Level Assessment, and the Letter Naming Tests, were employed at various stages of the program for diagnostic and assessment purposes, but did not provide data suitable for illustrating gains. For example, in 1966-67, the California Test of Mental Maturity was used only once, in only the third grade. The Stanford Achievement Test was used in all three grade levels, but only once. In 1967-68, similar testing patterns prevailed. The Ginn Reading Level Assessment and the Letter Naming Test were locally constructed.

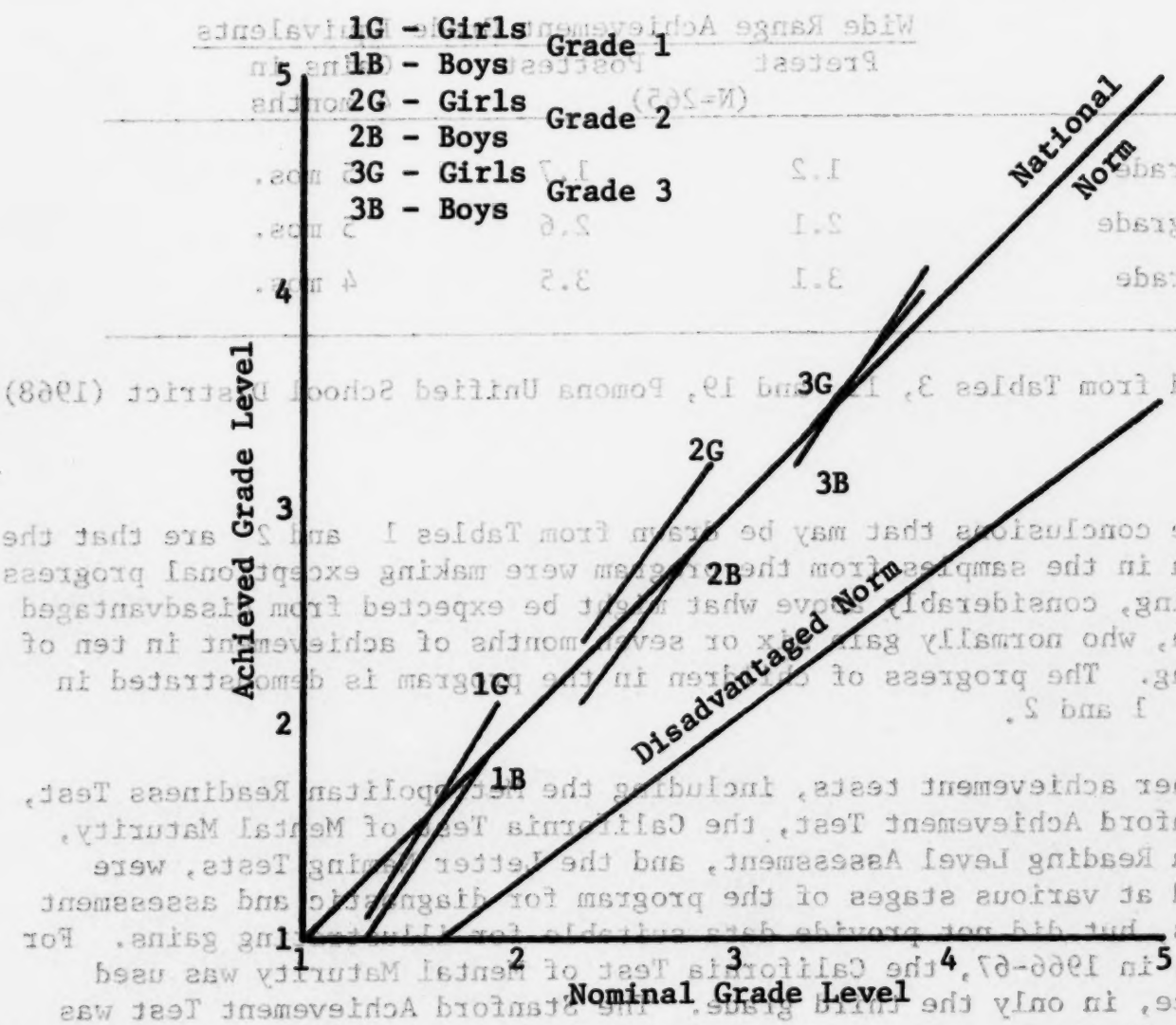

Fig. 1. Gains in reading age by pupils in the Augmented Reading Project, 1966-67.

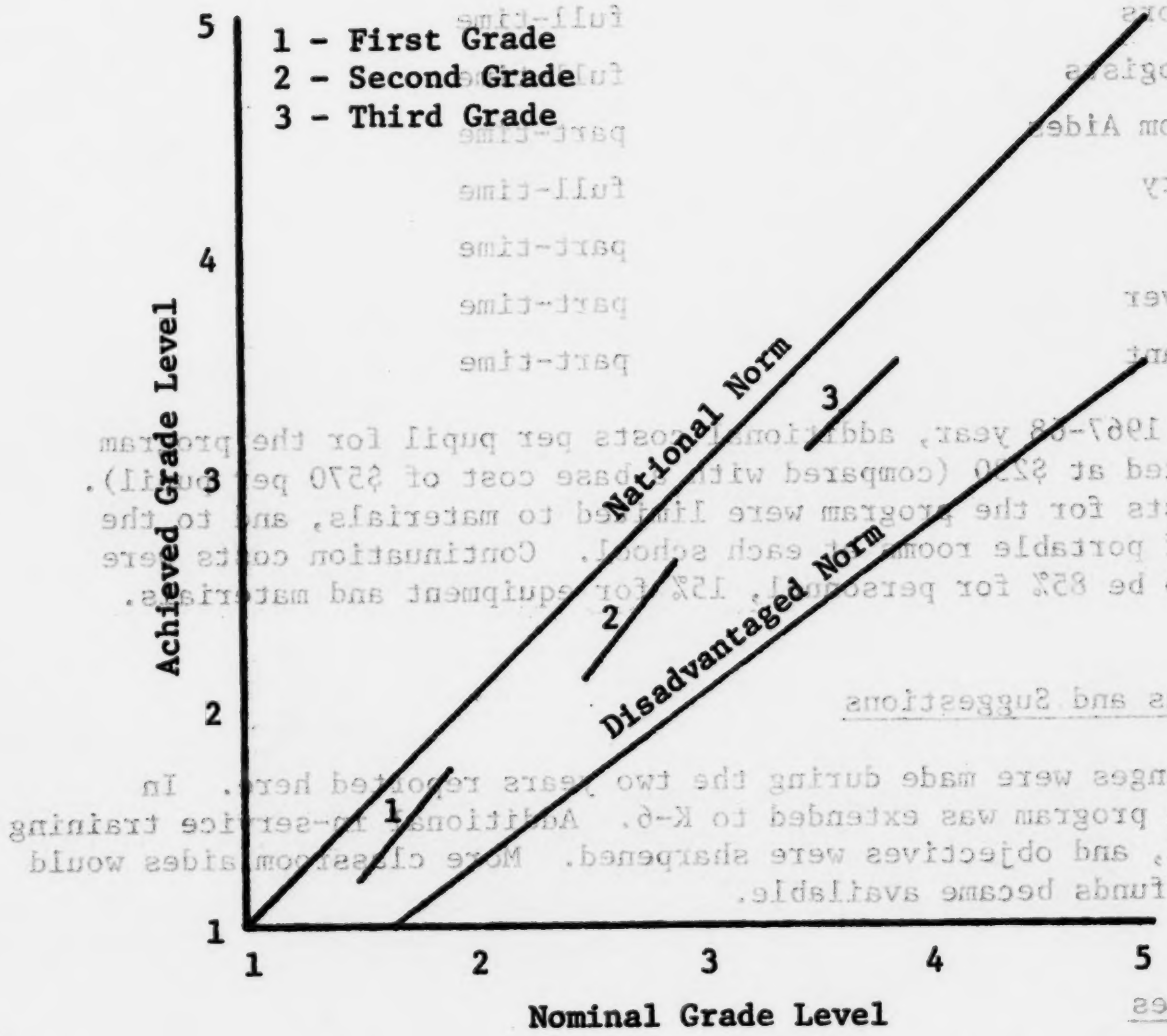

Fig. 2. Gains in reading age by pupils in the Augmented Reading Project, 1967-68.

B. Other Evaluation Indices

A Pupil Attitude Scale, a Parent Attitude Scale, and a Pupil Rating Scale (to be completed by the teachers) were prepared locally. The attitudes measured by these instruments were shown to be generally strongly favorable to the program.

Budget

4	Remedial Reading Teachers	full-time
1	Helping Teacher - Primary Grades	full-time
1	Photographer-Artist	part-time
1	Coordinator	part-time
1	Evaluator	part-time
3	Counselors	full-time
2	Psychologists	full-time
36	Classroom Aides	part-time
1	Secretary	full-time
5	Clerks	part-time
1	Bus Driver	part-time
1	Accountant	part-time

In the 1967-68 year, additional costs per pupil for the program were estimated at $230 (compared with a base cost of $570 per pupil). Start-up costs for the program were limited to materials, and to the provision of portable rooms at each school. Continuation costs were estimated to be 85% for personnel, 15% for equipment and materials.

Modifications and Suggestions

Few changes were made during the two years reported here. In 1968-69, the program was extended to K-6. Additional in-service training was provided, and objectives were sharpened. More classroom aides would be added if funds became available.

Quoted Sources

Pomona Unified School District, Evaluation Report: Augmented Reading Implementation Project, FY 1967. Pomona, California: The District, August 1967.

Pomona Unified School District, Evaluation Report: Augmented Reading Implementation Project, FY 1968. Pomona, California: The District, July 1968.

Sources Not Quoted

Pomona Unified School District, Augmented Reading Implementation Project III. Pomona, California: The District, July 1967.

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